

HORRELL HILL ELEMENTARY

517 Horrell Hill Rd.
Hopkins, South Carolina 29061

GRADES K-5 Elementary School

ENROLLMENT 606 Students

PRINCIPAL Parthenia Satterwhite 803-783-5545

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	62	21	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

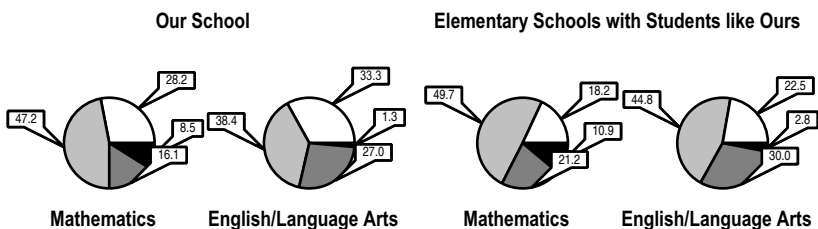
FOR MORE INFORMATION, VISIT WEBSITES AT:




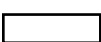
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	107	67
Percent satisfied with learning environment	94.4%	85.7%	75.0%
Percent satisfied with social and physical environment	100.0%	70.9%	71.9%
Percent satisfied with home-school relations	82.9%	82.1%	80.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	345	99.7	33.3	38.4	27.0	1.3	28.3	17.6
Gender								
Male	180	100.0	42.4	34.2	23.4	N/A	23.4	17.6
Female	165	99.4	23.4	42.9	31.2	2.6	33.8	17.6
Racial/Ethnic Group								
White	107	99.1	25.5	31.9	39.4	3.2	42.6	17.6
African-American	230	100.0	37.1	40.5	22.4	N/A	22.4	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	315	100.0	31.0	39.4	28.3	1.3	29.6	17.6
Disabled	30	96.7	72.2	22.2	5.6	N/A	5.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	345	99.7	33.0	38.5	27.2	1.3	28.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	345	99.7	33.0	38.5	27.2	1.3	28.5	17.6
Socio-Economic Status								
Subsidized meals	181	100.0	42.0	39.5	18.5	N/A	18.5	17.6
Full-pay meals	164	99.4	23.3	37.3	36.7	2.7	39.3	17.6

Mathematics								
All students	345	100.0	28.2	47.2	16.1	8.5	24.7	15.5
Gender								
Male	180	100.0	29.7	47.5	15.2	7.6	22.8	15.5
Female	165	100.0	26.5	46.5	17.4	9.7	27.1	15.5
Racial/Ethnic Group								
White	107	100.0	13.7	42.1	23.2	21.1	44.2	15.5
African-American	230	100.0	35.2	48.6	13.3	2.9	16.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	315	100.0	27.6	46.5	17.2	8.8	25.9	15.5
Disabled	30	100.0	36.8	57.9	N/A	5.3	5.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	345	100.0	28.1	47.0	16.3	8.6	24.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	345	100.0	28.1	47.0	16.3	8.6	24.9	15.5
Socio-Economic Status								
Subsidized meals	181	100.0	36.4	50.0	9.9	3.7	13.6	15.5
Full-pay meals	164	100.0	19.2	43.7	23.2	13.9	37.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	118	N/A	19.5	43.2	31.4	5.9	37.3
	Grade 4	105	N/A	24.0	55.8	20.2	N/A	20.2
	Grade 5	130	N/A	27.9	55.0	17.1	N/A	17.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	106	99.1	25.0	34.8	38.0	2.2	40.2
	Grade 4	126	100.0	25.6	40.2	32.5	1.7	34.2
	Grade 5	113	100.0	49.1	39.6	11.3	N/A	11.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	118	N/A	28.8	42.4	14.4	14.4	28.8
	Grade 4	105	N/A	34.3	42.9	13.3	9.5	22.9
	Grade 5	130	N/A	39.2	45.4	11.5	3.8	15.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	106	100.0	25.8	48.4	16.1	9.7	25.8
	Grade 4	126	100.0	17.9	50.4	21.4	10.3	31.6
	Grade 5	113	100.0	41.5	42.5	10.4	5.7	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 606)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Up from 1.7%	3.0%	2.4%
Attendance rate	96.2%	Down from 96.9%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.5%	Up from 15.2%	16.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.6%	Down from 5.0%	9.0%	8.0%
Older than usual for grade	0.3%	Down from 0.5%	0.9%	1.1%
Suspended or expelled	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	41.5%	Down from 46.7%	49.1%	50.0%
Continuing contract teachers	70.7%	Up from 66.7%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.8%	Down from 80.8%	88.1%	86.2%
Teacher attendance rate	95.5%	Up from 93.1%	95.2%	95.3%
Average teacher salary	\$37,151	Down 5.9%	\$39,790	\$39,909
Prof. development days/teacher	8.9 days	Up from 7.4 days	11.3 days	11.4 days

School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio	20.3 to 1	Up from 18.6 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.9%	Up from 89.3%	89.8%	89.7%
Dollars spent per pupil*	\$5,067	Up 3.7%	\$5,837	\$5,892
Percent spent on teacher salaries*	77.5%	Up from 76.2%	65.1%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 17.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Horrell Hill Elementary School made significant progress during this school year. The instructional program was enhanced by using the computer lab, a reading academic assistance program, and an after-school tutoring program for students who scored below basic in reading or math. Parent workshops provided information about the curriculum, home enrichment activities and PACT. We also had our third Family Math, Science, and Technology Night. Our Parenting Center was expanded to include the First Steps Program, which assists parents of preschool children to improve readiness for school. The PTO and School Improvement Council met regularly. The PTO provided supplemental materials for teachers, as well as student and staff incentives. The PTO allocated \$6,000 to purchase additional materials for our science lab. Teacher skills were enhanced through staff participation in professional development activities, conferences, workshops and graduate classes. While PACT test results indicated a gain of 8-10 points, they also indicated a need to focus additional effort on developing and improving students' reading, writing and math skills. Therefore, instructional time in mathematics was increased to 80-90 minutes per day across the grade levels. The school's focus on writing included a school-wide writing initiative through our Character Education Program.

Student awards included Visual Literacy Festival winners and earning 1st place in the statewide Champions of the Environment competition, for which we were awarded \$5,000. Also, one Destination Imagination team placed 3rd in the state competition. Additionally, one physical education teacher earned National Board Certification and one first-grade teacher was selected as the Wal-Mart Teacher of the Year and was awarded \$1,000 for the school.

Community involvement included our partnership with the University of South Carolina as a Professional Development School. Through USC, we had five MAT interns and approximately 20 practicum students. Many teachers were awarded mini-grants through this program. Student community outreach programs included service-learning projects, such as singing at two assisted-living facilities, collecting food for Harvest Hope, and participating in Jump Rope for Heart and the EdVenture Science Enrichment Program (Grade 3). Our extracurricular programs this year included Eagle Explorers (art, math, science club), Pyramids of Excellence (a girls' club), Running Club, and Chorus.

Challenges faced by our school include funding for an additional certified academic math teacher, an additional full-time guidance counselor, and a child development teacher, as well as maintaining an in-school suspension instructor.

It is our goal to continue exploring and implementing innovative strategies to ensure that we meet the needs of all students.

Parthenia Satterwhite, Principal, Horrell Hill Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.